Musket

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At an October 17 assembly, the Drama of Social Issues Performance Workshop class presented 15 skits concerning AIDS and safe sex. In this sketch, Jake (sophomore Jake Horowitz) and Brendan (senior Brendan Salmond) lure sexually promiscuous Robyn (senior Robyn Broderick) to their den of iniquity. Justin (senior Justin Sweder) sits by forlornly, rejected and ignored. *See story, page 5.*

Photo by Jon Feldman

Radical Curriculum Changes Proposed

Task force recommends interdisciplinary course offerings, seven-block schedule

by Jeremy Giller

The Task Force to Study the Lexington High School Schedule and Program has unveiled a controversial proposal that, if implemented, would drastically restructure secondary education in Lexington.

Among the force's recommendations are that one block be eliminated from the school's current eight-block schedule and that the school offer interdisciplinary courses which fulfill graduation requirements in more than one subject area.

The plan has drawn criticism from many LHS faculty members, who have attacked both the impetus behind the task force's recommendations and the recommendations themselves. At press time, the High School faculty as a whole was scheduled to discuss the proposal on November 21.

Associate Principal Paul Brown, chairperson of the task force, admitted, "This plan won't work unless people want it to work — unless the staff want it to work...It's not clear that we need to do this....I'd like everybody to look at it [and] think about it, trouble-shoot it. It's one way of approaching the budget realities we're facing. It's only one way, of course."

English teacher Patricia Maier, for one, criticized what she perceives as the rationale behind the proposals. Maier said, "I'm not sure that I see the advantages of the interdisciplinary approach. If it's just to save money, I don't think that's a sound way of making educational decisions. I'm not sure that the decisions are being made according to educational priorities, but rather according to fiscal ones."

The task force was formed in spring 1991 when the Lexington School Committee, which voted last school year to postpone a proposed schedule change for 1991-1992, directed the high school to study its own schedule and report findings in time for 1992-1993 budget deliberations. The charge of the task force, according to its November 18 final report, "was to provide recommendations in the light of current trends in education and in consideration of the current budgetary realities."

Members of the task force, appointed by the High School's Site-Based Council, are Brown; life skills teacher Judy Cohen; home economics teacher Marilyn Craig; business teacher Bill Fahnley; and foreign language teachers Phyllis Ferlinz, Karen Girondel, and Sandy Macey.

Rounding out the force are visual arts teacher Smedley Manion; English teacher Kevin Murray; coordinator of social studies John Papadonis; coordinator of fine arts Walter Pavasaris; coordinator of foreign language Mary Alice Samii; science teacher Ed Stuhr; and coordinator of language arts Joe Walsh.

On December 3, the School Committee is due to hear the task force's recommendations.

> "It would be impossible to fully implement [the plan] for the coming year....To really do this right is going to take time."
>
> —Paul Brown
> Task Force Chairperson

After rejecting several cost-saving proposals that had been offered during last year's budget sessions, possibilities which the task force termed "detrimental to our program and contrary to our philosophy," the force investigated new avenues, concentrating on "the possibility of reducing the number of courses taken by students while still retaining opportunities for student specialization...and preserving the basic values of our philosophy."

Brown commented, "The School Committee will have to make some real tough decisions

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Quick Befriends La Paz

Summer Stories

by Nick Callerame

Lexington High School senior Alan Quick "didn't want to be sitting around reading fantasy novels all summer." So after a year of "very thorough training," a program called *Amigos de las Americas* sent him to Paraguay to help distribute vaccines to people living there.

Quick spent the eight weeks from June 17 to August 9, 1991 in the tiny town of La Paz, or "the peace," located in southeastern Paraguay. He chose to go to Paraguay, a small dictatorship in the center of South America, because it was originally the only country in which the program offered him a chance to give immunizations.

To raise money for the trip, Quick sold oranges and grapefruit at a fundraising event. He also paid some of the money out of his own pocket.

But this was no ordinary vacation. In fact, it was not a vacation at all. Quick left his family in Lexington to help protect some very poor people from deadly diseases. "I was in a little tiny town with no electricity," Quick recalled. The town only had one telephone, which was broken for most of his visit. He was, however, able to call home once during his trip.

Much of Quick's time in Paraguay was spent giving vaccines to local citizens. He gave measles, polio, yellow fever, tetanus, and DPT vaccines. DPT is a vaccine that prevents three diseases: diphtheria, pertussis (whooping cough), and tetanus.

Quick had no "official clinic" where he gave vaccines. "I traveled from village to village," he recalled. He set up shop in mayors' houses.

While cholera has plagued much of South America, it was not an epidemic in the area where Quick lived. Cholera mainly hits large Latin American cities, not small towns like La Paz. Nevertheless, most of the townspeople stayed away from sick people with symptoms similar to those of cholera because of their fear of the deadly disease.

At night Quick slept in a school's bathroom. "Just to put it a little mildly, it was kind of nasty," he commented. But, since the bathroom was being used for storage prior to Quick's visit, it was relatively clean.

On weekdays, Quick woke up oetween 4 and 6 p.m. He then traveled to one of his "clinics" that he set up in La Paz and some neighboring towns. After his daily work he returned to La Paz to eat supper and spend time with the townspeople for the rest of the day.

When Quick was not busy battling disease, he and the villagers sometimes played cards and drank Maté, a popular tea of Paraguay. Quick also attempted to teach the villagers American songs.

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81 Seeking Top Position

by Dena Weinstein

The Lexington School Committee has received 81 applications for the position of superintendent of schools, vacated last July 1 by Philip E. Geiger. Applications for the position, due October 31, are now being read by the Screening Committee, a volunteer group formed to review the applicants' resumes and recommend up to 12 candidates for interview.

School Committee Chairperson Lois Coit commented, "We were very pleased with the showing....Fairfield, Connecticut got 65 applicants and they were offering more money [for their superintendency]."

Richard H. Barnes has been serving as acting superintendent of schools for Lexington since Geiger's resignation. Barnes did not apply for the permanent superintendency. He will instead return to his former position of assistant superintendent for personnel and administration.

Applications were solicited through notices in national education journals and through "active recruiting" by Lyle M. Kirtman, consultant to the School Committee. Coit explained that recruiting was necessary because "many of the best superintendents are not actively looking for a different position....We had to be aggressive."

School Committee Chairperson Lois Coit was "pleased" with the number applicants for the town's open superintendency. Musket File Photo

Of the 81 applications received, 33 were from Massachusetts; ten women applied for the position. "Quite a few were from New England," Coit said, "but there were applicants from Texas, Arizona, Idaho, Wisconsin, Minnesota." Coit added that the Committee was pleased to receive so many out-of-state applications given the current financial problems in Massachusetts.

By the end of November, the Screening Committee will narrow the list of candidates to "approximately a dozen," according to Coit.

Between December 1 and January 15, the Interviewing Committee will conduct interviews with the remaining candidates and reduce the field to no

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•**Oei Warriors:** Senior Mirko Oei leads a band of merry swordfighters through fantasy adventures. Page 3.

•**"Dusted" Captures National Award:** 1991 student drama receives $2,500 prize from the Bravo TV channel. Page 5.

Senate Battles Litter

by Taryn Roeder

The Lexington High School Student/Faculty Senate closed the eating area between C-House and D-E-F Building for all lunch periods during the week of October 21.

The rationale behind the action was that the area had "been no significant reduction in the amount of litter in the area" since Principal David A. Wilson's announcement regarding its use.

On October 2, a subcommittee was appointed to evaluate the area in accordance with Bill 9-89, passed almost three years ago, which mandated the establishment of such a subcommittee.

The Senate has also passed a Flag Salute Bill that states "teachers will neither compel nor prevent students from saluting the flag or reciting the pledge of allegiance."

Faculty senator Sam Kafrissen submitted the bill, which was passed on October 16, to reaffirm the right of students who are non-United States citizens and of other students to not salute or pledge allegiance to the flag.

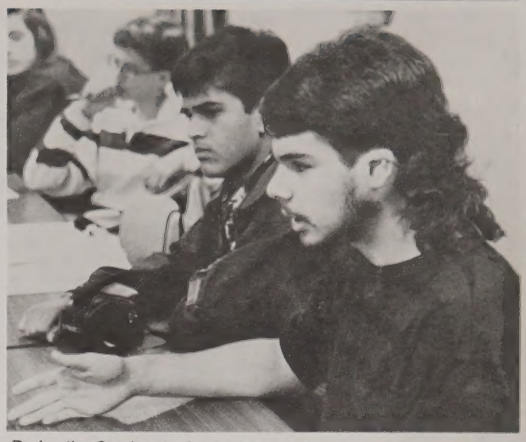
On October 2, the Senate approved a proposal from the Life Skills Department that made mandatory the G-Block assembly on October 17, which included a production by the Drama of Social Issues Performance Workshop class [see story, page 5]. The rationale behind the Life Skills Department's proposal was that the material covered in the drama presentation would be useful for students and would enhance the Life Skills curriculum.

> The Senate reaffirmed the right of students who are non-United States citizens and of other students to not salute or pledge allegiance to the flag.

Elsewhere in Senate news, the body voted down two bills on October 23. The first bill, submitted by senior non-Senator Eric Goss, proposed that class council representatives be volunteers as opposed to elected representatives.

Some senators argued that elected representatives are necessary to make the councils more efficient, while others maintained that the bill had merit as a way of avoiding "popularity contests."

The other bill, submitted by junior Rachel Chansky, proposed that students injured while playing sports not have to make up missed physical education classes. Wilson pointed out that school sports do not constitute a piece of the gym curriculum. Others argued that the bill would give an undesirable "elevated status" to athletes.



During the October 23 Student/Faculty Senate meeting, senior Josh Knobe, representing the International Students Association, successfully petitions for one of the open seats on behalf of his organization. Photo by Jon Feldman

Group Looks at Sched. Options

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this year. What we're trying to say is, 'Look, as an alternative [to other cost-saving measures], here's an attempt to come up with something creative.'" According to Brown, the final proposal was arrived at by "consensus" of the task force: "We're not all 100 percent for it, but we felt it was the way to go."

The force's first objective was to reduce the schedule from its current eight blocks to seven, while in the process slightly increasing the number of minutes that each class would meet per week. According to the force's report, this "is the underlying mechanical step that reduces the overall size of the program at LHS and provides for a permanent reduction in cost." Depending on whether classes meet four or five times a week, the new schedule would include 28 or 35 blocks.

Because it cannot be precisely predicted how many students would be affected by the elimination of the eighth block and because staffing is always affected by the number of students who enroll for each course, Brown said that the task force has no "definite figure" of the number of full-time equivalent (FTE) teachers who would be eliminated under the proposal. The task force, however, did arrive at the "rough estimate" of 5.5 FTE.

Short-term savings from the plan would "probably" not be much, said Brown, because money will have to be spent planning and organizing the new courses recommended in the force's second objective.

Fending off criticism that the task force has focused too narrowly on cutting faculty and has thus disregarded other areas of the budget, Brown said, "The premise [of the task force's philosophy] is that the School Committee will have to cut personnel. There are people who aren't comfortable with that premise, [but] I cannot imagine our saving the funds we need to save without cutting personnel."

He also emphasized that the force's recommendations "are only one small piece of the entire budget process" and that other budgetary areas are being examined by different groups.

The task force, according to Brown, intended "to avoid making classes larger....Increasing class size is not a real option." Under the plan, the maximum teaching load for each department would remain unchanged, according to Brown.

The reduction of the schedule by one block would exacerbate scheduling problems because students would have fewer blocks in which to take classes. English teacher Maier commented, "It will always be necessary to choose what not to take."

The second, equally controversial recommendation of the task force was to "provide integrated, interdisciplinary coursework which would enable students to meet established distribution requirements in more than one field and allow room in the student's schedule for choosing courses of special interest."

A Business *Communication* course, for example, would be credited as a full course in both the language arts and applied arts clusters. In other words, though they would be granted only four or five *overall* credits toward graduation, enrolled students would in effect receive four or five credits toward *each* of the two clusters' minimum graduation requirements.

Brown said that because of this

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Music Dept. Starts Up

by Dena Weinstein

The LHS music department kicked off a promising year of vocal and instrumental events with the Fall Jamboree, Jazz Nite I, and the new Fall Band Concert.

Senior Elena Proakis, who performed in all three concerts, commented, "The variety between the concerts was neat...and I thought the quality of the music was impressive for the first performances of the year."

The November 1 Fall Jamboree showcased the talents of Lexington's *a cappella* groups, including the all-male Pitchpipes, the jazz group Shaken' Not Stirred, and the all-female Polyphonic Musical Sweeties. Also featured was the jazz group Out of the Blue, from Yale University.

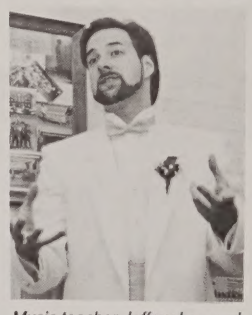
Songs performed by the three groups ranged from Bette Midler's moving and emotional hit "The Rose" to the humorous "Zombie Jamboree." Senior Mary Terzian, a member of the Polyphonic Musical Sweeties, commented, "We wanted to keep the audience awake by varying the mood of the music."

A new addition to the Jamboree was the rap group Top Choice MCs, led by senior Chuck Williams. The group performed several numbers, including "Special Thanks," which, according to Williams, "is a tribute to the people who've helped get me here."

Some audience members expressed disapproval at the length and content of the Top Choice MCs' performance. An anonymous senior said, "They were on stage for twenty minutes, far longer than anyone else...and the language is a little inappropriate."

1990 Lexington graduate Malka Binder performed as a member of Out of the Blue. Binder commented, "It was sort of freaky to be back on stage here....It was a lot of fun, though."

Jazz Nite I, held on November 7, was the first performance of the year for the jazz classes, the Jazz Combo, and the Jazz Ensemble. Senior Mike Weigand, who performed with the Jazz Combo and Ensemble, commented that the Jazz Ensemble had "three charts ready for the first concert, and last year it was only one....All the groups got off to a really good start this year."



Music teacher Jeffrey Leonard was responsible for both Jazz Nite I and the Fall Band Concert. *Musket* File Photo

Weigand, who also plays in the Concert Band and Wind Ensemble, cited the change in scheduling that allowed the Concert Band to meet during the first quarter as the force behind the "strong" start. Historically, only Marching Band had met during the first quarter, with Concert Band starting during second quarter.

The Fall Band Concert, which featured the Concert Band, the Wind Ensemble, and the Jazz Ensemble, was made possible by this change. Soloists for the evening were seniors David Berger, playing a Mozart clarinet concerto accompanied by the Concert Band, and Annie Weinmayr, playing the modern Kent Kennan piece "Night Soliloquy" with the Wind Ensemble.

Junior saxophonist Melanie Armstrong stated, "Considering it was the beginning of the year, I thought we did pretty well. There were some spots where we could have been better, though."

News Briefs

Famed Theorist Speaks on Justice

Renowned political theorist John Rawls, speaking about his ground-breaking theory of justice, enthralled a gathering of over 75 students on Wednesday, October 30. The lecture, which took place after school in the J-House cafeteria, was sponsored by the newly formed Mythology Club.

Josh Knobe, a senior and co-founder of the club, said that he was inspired to invite the 70-year-old Rawls, a Lexington resident, because the former Harvard professor "is just the philosopher king justice-wise....When people think of justice, they think of John Rawls."

Rawls, who has taught at Princeton, Cornell, and MIT in addition to Harvard, is considered one of the eminent political theorists alive today. In 1971, Rawls authored *A Theory of Justice*, his primary work, which was praised by the *New York Review of Books* in 1972 as "the most substantial and interesting contribution to moral philosophy since [World War II]."

As late as 1990, *Modern Maturity* magazine called Rawls' ideas "as original and interesting as any seen in the history of moral and political thought."

Rawls' basic principle is the notion of a "veil of ignorance," behind which a just society would be formed. The veil symbolizes a hypothetical situation of fairness, in which a person would determine the principles of society without knowledge of his eventual position in that society.

Rawls reasons that such a person — ignorant of his sex, his financial status, and everything else — would establish principles that would be just to all people. All societies' justice systems should be evaluated, says Rawls, on the degree to which they adhere to this conception of fairness.

Knobe said that the event "turned out much better than I hoped that [it] would. I wasn't thinking that anywhere near that many people would actually turn out to see a philosopher. I wasn't expecting it to be nearly as interesting or that the questions would be nearly as good....I didn't really expect that people's questions would be as intelligent as they actually were."

In terms of future such opportunities, Knobe stated that he hoped students would contact him regarding other people whom they would like to hear speak.

Town Approves School Cuts

On Monday, November 4, the Lexington Town Meeting approved a reduction in the Lexington Public Schools budget. The school budget set last June had been based on a high estimate of the amount of state aid that would be earmarked for Lexington.

The schools have already begun using some of the $194,000 that had been frozen by the Lexington School Committee in case of a budget crisis precipitated by state aid cuts. Massachusetts Governor William Weld set state aid to Lexington this year at an amount lower than had been accounted for.

At the November 4 town meeting, the frozen account was reduced by $67,427 so that the town's budget could be balanced. Some of the money cut, $35,927, had been intended for teaching and clerical aides. This change will affect primarily Lexington's elementary schools.

The speech and language therapy budget was reduced by $15,000. The Arts Created Together program, which brings artists into the schools, had its account slashed by $5,000.

The schools' payroll will be reduced by a total of $13,500 this year. School Committee Chairperson Lois Coit commented, "In effect [these areas] have been cut already. None of these things have happened."

Guest Speaker at LHS Debatathon

After winning three prestigious tournaments in the span of one month, the Lexington High School debate team was rewarded at its annual debatathon with the presence of guest speaker James M. Copeland, executive secretary of the National Forensic League.

On November 16, he spoke of the great value of debate. "No other program," said Copeland, "is so worthwhile as debate. Debate unites the core of all academic pursuits."

He specifically cited Lexington debate as "one of the four or five best programs in the country."

Debate teacher Les Phillips commented, "Jim Copeland is one of the best extemporaneous speakers in the country. He gave a really wonderful speech which reminded the audience what a strong program they had built."

News briefs by Nick Callerame and Jeremy Giller.

Cloaked Warriors Revel in Swordplay

by Sam Davis

You've seen them. Don't deny it, I know you have — everyone has. They carry large, grey foam swords and prance around the Senior Quad yelling "Three! Three! Three!" as they whack each other forcefully, making soft yet satisfying thuds.

But now they're gone; their special variety of revelry has been banned from school grounds. Yet some of us continue to wonder: Who *were* they? What were they *doing*? Some ask, "Don't they realize how stupid they look?" while others burn to know, "Is that fun?" And now come the answers, courtesy of the black-cloaked ringleader of this band of merry men: the Master himself, senior Mirko Oei.

"When you run out of hit points,...you yell 'AAAAH!' and fall down."

—senior Mirko Oei
president of Special D&D

Oei is the president of a club (though not a school-sanctioned one) that goes by the name Special D & D. The swords the members use are made of plastic piping, covered with pipe insulation and duct tape, with a thick padding of foam at the tip.

Membership in the club essentially involves traveling with a group of fellow medievally costumed, sword-bearing "warriors" to a forest, field, or other open, deserted area, and role-playing an adventure through the fantasy world of medieval England.

Such adventures are based on the imaginative role-playing game Dungeons and Dragons (D & D); the difference is that the Special D & D characters — fighters, wizards, rogues, and assorted enemy monsters — actually act out their parts. Monsters attack the party of adventurers, and both sides swing their foam weapons in an attempt to pummel each other.

As they swing, the attacking warriors call out numbers that correspond to the amount of damage their weapons inflict on opponents. "Injured" characters are required to subtract these damage points from the number of points comprising their total life force, a sum known as a character's "hit points."

"When you run out of hit points," said Oei, "you yell 'AAAAH!' and fall down, [pretending to be dead]."

If the adventurers successfully defeat all of the monsters they encounter, they are awarded extra hit points and become more powerful warriors on their next adventure.

When the D & D members are seen at school than in the wilderness, they are merely "sparring," or practicing their swordplay. They are trying to perfect their technique for future adventures and the New England Role Playing Organization (NERO), to which many of the members belong.

NERO is a large organization with several gaming centers located in New England; hundreds of role-playing enthusiasts go to these centers to escape the real world for a few days.

They take the roles of warriors, magicians, rogues, trolls, goblins, merchants, and other medieval fantasy characters, always dressing in appropriate costume. LHS's Special D & D is NERO on a smaller scale; the rules are the same for both.

Asked about his inspiration for starting the club, Oei responded, "At my camp [last summer in Pennsylvania] there was a cool, counselor-type guy...and he ran an activity called Special D & D, which involved role playing and swordfighting. It was lots of fun, and the people who did it ranged in age from 10 to 23."

Oei continued, "Based on that, I decided to get people together to do the same thing, just for fun, and I've succeeded — there are 16 to 20 people who do it [at LHS]."

Such a large group requires organization. The officers, in addition to President Oei, are Vice President John Chang and Secretary Jeff Kwan, both sophomores. According to Oei, members of the Special D & D club are asked to contribute three dollars "for food and gas money, because we drive people around to the locations of our adventures." He stresses, however, that the club is non-profit.

How do club members view themselves? Oei speaks for the group, saying, "as normal people."

But why are the swordfighters no longer allowed to practice their sport on LHS grounds? Assistant Principal Anthony Capezza banned the warriors' activities, noting that "any potentially dangerous physical activity conducted on school grounds must be supervised, because [the school] is liable for any injuries that occur."

Oei explained an additional reason for Capezza's edict, stating, "Someone could mistake our swords for real weapons and get really alarmed."

The school would thus have to prove the safety of the foam swords to concerned citizens.

Oei did not protest Capezza's decision. "I told him I would cooperate," he said. "I can see his point and I don't see any reason to argue with him."

As evidenced by the large participation in NERO, SCA and smaller organizations like the Special D & D club, fantasy role-playing adventures are both a major attraction and a big business. It seems that a short-term vacation from the rat race of the real world has therapeutic value both as relief from stress and as an outlet for aggression. An anonymous senior commented jokingly, "I think it's a sublimation of their unconscious desire for aggressive sex."

Nevertheless, Mirko Oei offered the best and most enthusiastic explanation, proclaiming, "I do it because it's just insanely fun."

Oussayef Enjoys a Glimpse of Paris

by Courtney Duff

Lexington French teacher Mary Park Oussayef spent last year in a country where it is rude to walk into a school office without knocking, where a 10/20 (fifty percent) is a pretty good grade, and where the school system is centrally organized throughout the country.

It was not merely a year abroad, but an exchange of lives with Parisian teacher Eveline Thevenard and her family. Oussayef spent a year living in the Thevenards' house, teaching her classes, and speaking her language. Oussayef explained that, "It is certainly not the same feeling as you get when you are on vacation [in France]; when I was there, I got to know the system better."

"Although I admire France's high standards, I feel that the warmth of the American schools is very important."

—French teacher
Mary Oussayef

Oussayef characterized her exchange as "a very important step" that has helped her to feel less "out of touch" with what is going on in France. After learning of this exchange program from a poster in D-House, Oussayef knew two years ago that she "definitely wanted to go."

While teaching in France, Oussayef encountered a "very serious" group of students who took her course in economic English. The students studied at a *lycée* at the junior college level.

Oussayef felt that "while I could adapt on one level, it was difficult to adapt on all levels." She said that, "I did not try American styles of teaching." She noticed that it was necessary for her to adapt to the different grading system in France.

The *lycée* was "like a university," and there was "less time to interact with the [other] teachers." Consequently, Oussayef had a very formal relationship with her fellow teachers. There was "less time in the staff room." Teachers would go to teach, and then go home.

Because the school system in France is centrally organized, discussions about curriculum were few and administrative paperwork was minimal. In the main office at the lycée there would be no more than the secretary and a few students. Oussayef said that she "often wondered how the school system ran."

Oussayef noted many differences between the French and American school systems. She said that "although I admire France's high standards, I feel that the warmth of the American schools is very important." She also said that in the American schools there is "inspiring innovation," while the French schools often lack innovation.

On the other hand, Oussayef said that she worries a great deal about poorer school systems in the United States and therefore sees the value of a more uniform system of education.

Further, the French school systems tend to value the traditional *methode de travail de rigeur*. She explained, "The emphasis is on class content and that's where it should be even if it is at the expense of extracurricular activities."

Oussayef continued, "The French schools are quite uniform, and the curriculum standards are upheld." Oussayef also saw that the youths in Europe are beginning to see a more "united Europe."

Another different "culture situation" was the French process of evaluating the students. All of the teachers meet and discuss each student individually, and compile a statement to be sent home. The same pool of teachers decides at the end of the school year whether the student should be promoted. Oussayef found this routine to be "stressful" because she was "dealing with the future of a young person." She also perceived the situation as "very formal."

Away from the school, other cultural adventures awaited Oussayef and her family. According to Oussayef, "It was easy for my husband to adjust because it was just like going home — he grew up in France. Nadia, my daughter, had few problems; she had always understood French, but never spoke it."

Oussayef did note that her son was "very happy to come home [to Lexington.]" In the one year he was in France he had to learn six new verb tenses.

As part of an exchange last year, LHS French teacher Mary Oussayef taught at a lycée in Paris. She lived in the house of Eveline Thevenard, the Parisian English teacher who swapped positions with her.

Photo by Tina Granger

In her new home, Oussayef noticed how "effectively the French used small spaces in a small apartment." At times, however, Oussayef did admit to feeling "hemmed in" and "less free" because of the lack of space.

Oussayef found the differences in France to be "fascinating, but not always perfectly comfortable." She explained, "Once when I was going to see the principal I did not knock at his secretary's door. Noting the look on the secretary's face, I immediately knew that I had done something incorrect. The secretary then explained to me, 'In France you always knock at an office door. You may enter immediately if the office contains several desks. You must wait for a response if only one person occupies the room.'"

She added, "I found it fascinating that the secretary's mother had actually given her a lesson about how to knock on a door when she was young."

While in France, Oussayef found shopping to be an adventure. She said that it was "very fun to try new things, and I enjoyed the beauty of the shops." She found "a fun new kind of life in the huge marketplaces.

On her arrival back in the United States, Oussayef immediately noted the "warm atmosphere in the high school." She also realized "how much her colleagues meant to her," and was "glad to see the students."

While Oussayef feels that the "warmth and inspiring innovation" of the American schools is important, she also admires the "high standards and uniformity of the French schools." Perhaps someday the two school systems will compromise, exposing students to the best of both worlds.

November Sched. Demands Change

Looking for an LHS student this month? Don't bother to check in his A Block class — he'll only be there six times during the three weeks between Veterans Day and Thanksgiving. Conferences, a professional day, and two holidays make the November schedule a mishmash of missed classes and odd hours. This schedule is unfair to both teachers and students and is totally disruptive to the learning process.

For teachers, the seemingly random lapses of time between class meetings are perhaps the most difficult element of this month's schedule. Take, for example, the plight of a G-Block history teacher. His class meets only once during the week of November 11, then meets every day during the next week, creating a complete lack of continuity. The teacher of this class will even have trouble assigning projects or extra homework for the "lost" week, because conferences coincide with the beginning of the new quarter. Class meetings are especially important at this time, if only to get things rolling after the first quarter ends. His problems are compounded because he has more than one section of the history course. Understandably reluctant to let one section outpace another, he is forced to provide supplementary busy work. Thus, even the class that meets frequently during a conference week does not accomplish much. The teacher watches helplessly as his second-quarter lesson plans are frustrated by the lack of regular meeting times.

> The small chunks of time students spend at school become bothersome interludes in an otherwise relaxing day. School should not be a trivial interruption of the day, but rather its essential element.

The professional day that falls between the two conference weeks is an annoyance for teachers and students alike. To add to the November tumult by holding a professional day seems imprudent, if not downright ridiculous. If we must have professional days, they should be welcome breaks from the regular routine of school, rather than added sources of disarray. Disrupting classes in this way cannot possibly further the goal of professional days: to improve education.

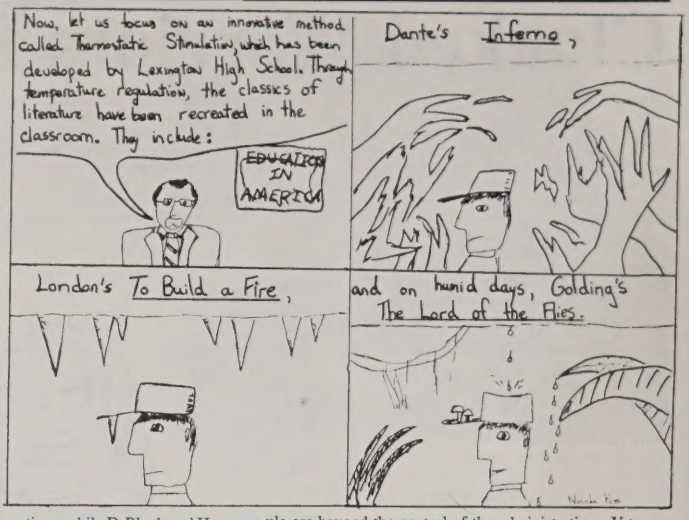
Moreover, the schedule does not even balance out over time; while D-Block and H-Block meet eight times over the three weeks in question, A- and F-Blocks only meet six times. Unless there exists some administrative bias against the poor little A- and F-Blocks, the schedule should at least give them equal meeting time.

Although the typical student does enjoy the respite offered by the conference days, even he tires of the bewildering array of starting times and mixed-up classes. On those days when school starts at eleven, he is afforded the luxuries of sleeping until nine or ten o'clock and fussing with his hair and clothing for a few extra minutes but is then faced with the dilemma of when to eat. He asks himself, "Will I have breakfast and call it brunch, or will I eat at school and call it breakfast?" The small chunks of time he spends at school become bothersome interludes in an otherwise relaxing day. This is clearly not the way it is meant to be: School should not be a trivial interruption of the day, but rather its essential element.

Some of the problems inherent in the November schedule are beyond the control of the administration. Veterans Day and Thanksgiving are state-mandated holidays. The teachers' contract stipulates that teachers work only a certain number of hours per day, thus necessitating a shorter school day when parent conferences are held. Still, there are ways to create a greater sense of continuity during these weeks. Professional days can either be eliminated totally or scheduled during other months of school. Having one conference day per week for five weeks would be much more manageable for students and teachers. Parents who desperately wanted conferences before Thanksgiving could simply request the earlier conference dates. Many school systems have quarterly exam days, when students only attend school for a few hours; conferences could be held on these days.

Whatever the means of rectifying the problem, the schedule cannot be left in its tattered state. As things now stand in Lexington, November could rightly be called Lack-of-Education Month.

—Dena Weinstein


Now, let us focus on an innovative method called Thermostatic Stimulation, which has been developed by Lexington High School. Through temperature regulation, the classics of literature have been recreated in the classroom. They include:
EDUCATION IN AMERICA
Dante's Inferno,
London's To Build a Fire,
and on humid days, Golding's The Lord of the Flies.

Letters

Senior Decries 'Irrational' Closing of Band Room

To the Editor:

I am writing to oppose the closing of the music rooms. These rooms were locked to prevent the school from becoming liable for the theft of instruments. This is completely irrational; no instruments have ever been stolen during school. In fact, throughout last year, music teacher Mr. Jeffrey Leonard complimented students on the neatness of the music wing. The music rooms were an invaluable resource. During bad weather, they provided a meeting place for musical and non-musical students.

If the administration persists in the irrational belief that students will steal instruments, these students will lose their traditional home.

Josh Knobe
Class of 1992

LHS Must Fight Apathy

No one seems to give a damn anymore. That insidious enemy called apathy has invaded Lexington High School and left us uncaring, unwilling to take responsibility. Instead of involving ourselves in activities and fulfilling our commitments, we are content to hang out, fool around, and essentially, do nothing. We sneer at dedication and ask the single deadliest question: "Who cares?"

Ladies and gentlemen of the jury, let me present my first exhibit: school elections. The ostensible purpose of class councils is to raise money, plan class activities, and further school spirit. In the elections for the freshman and junior class councils, there were so few candidates that students actually had to be asked to run. Furthermore, in the freshman Senate elections, four candidates for five seats, joined only at the last minute by a fifth contender.

> The motivation for joining school activities is often a self-serving one.

School events also have suffered from a lack of participation. Athletic events are attended only by parents and close friends. Their cheering cannot drown out the silence of the empty seats that should be filled by supportive students.

The clubs, interest and service groups, and student endeavors that comprise the variety of activities available at LHS simply need more dedicated students. Although many of these organizations have long sign-up lists, only a small percentage of the signees follow through. The expressed eagerness to participate and be involved drops off when students realize that work and time are required. The motivation for joining these activities is often a self-serving one: to have an impressive list of activities for college applications.

A lack of dedication, concern, and patience among the student body stifles the impulse to do something, to make a difference. "It just takes too much time and effort — it's not worth it," some rationalize. "Besides, they surely don't need my help." Unfortunately, too many people think this way; as a result, nothing gets done.

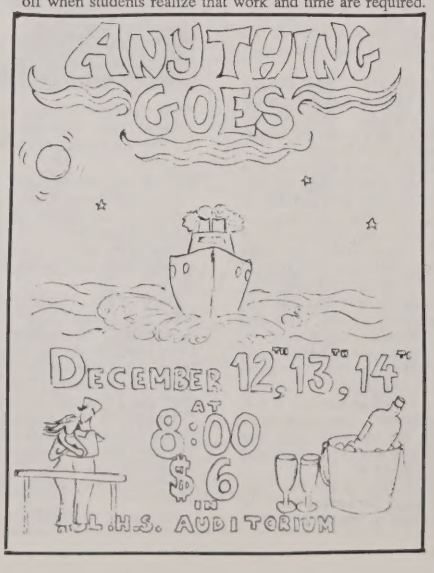
The exceptions keep hope alive. The committed people who work hard to preserve the quality of Lexington High School bear a heavy burden. We must judge ourselves by a tougher standard. We must make a conscious decision to separate ourselves from the pack before the question becomes "Doesn't *anyone* care?"

—Young-Ho Yoon

Submit to *Folio*

The LHS Literary and Arts Magazine

Contributions are welcome. Drop them off in the Student Activities Center



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Paraguay Receives Quick Vaccination

Continued from page 1

Quick described several of the popular activities in La Paz, one of which was volleyball. The town had constructed a crude volleyball net out of rope. The townspeople practiced volleying a soccer ball back and forth over the net. Although none of them knew the official rules of volleyball, Quick said that they loved to play.

One three-family group in La Paz pooled all of its spare money once a month to travel to a nearby city by renting a car battery; while in the city, the families rented a television set and VCR for a single day.

On weekends Quick had much more free time. He played volleyball and soccer, drank Maté, and wrote in a journal.

He ate meals with several families in the town, but Quick "had one family that kind of adopted me." Although he was "very homesick at first," he adjusted to his temporary lifestyle after the first week. Quick said that the son of the family, Edgar, "let me know I had a family in Paraguay whenever I needed it."

Fortunately, Quick found many friends among the natives of Paraguay. He described the people of Paraguay as "just the most friendly people in the world."

Quick had studied Spanish at LHS, which helped him communicate with the Paraguayans. There are two official languages in Paraguay — Spanish and Guarani. Some of the people in La Paz spoke only Guarani. Quick admitted, "My Spanish isn't...fantastic." But he added, "It wasn't too tough to communicate with them." During the entire trip, he never met anyone who spoke English except for others who came from the United States to help the people of Paraguay.

While in South America, Quick traveled to the Iguasu Falls on the border of Brazil and Argentina, very close to Paraguay. Quick described the Iguasu falls as the "most spectacular falls in the world."

But Quick's journey wasn't all volleyball and waterfalls. Paraguay, Quick emphasized, is a "very, very poor" country; it was precisely for this reason that the vaccines and the people to administer them were needed. The people of Paraguay, said Quick, "make just enough to feed their families."

During the winter, North America's summer, the people of Paraguay could not grow food on their farms. The summer's produce did not last the winter, either. Instead, the people slaughtered cows for steak and got other food any way that they could. Almost every family owned a store for the winter that sold cookies, cigarettes, liquor, and other such goods.

The townspeople were not well-educated, said Quick, although some of the peasants with children paid money for an hour-long school day. The children spent the rest of their day working. Quick estimated that there were 800 people in La Paz, only about half of whom could read.

The living conditions are much worse in Paraguay than in America, according to Quick. He told of "people who had no teeth at age ten." He went on to discuss a man who was convinced he had yellow fever, a deadly disease spread by mosquitoes. Quick couldn't give the yellow fever vaccine to this man because one of the man's symptoms, vomiting, prohibited the taking of the vaccine. The man went to a doctor, who refused to help him because he could not afford to pay for the treatment. The next day the man died of dehydration from his severe diarrhea.

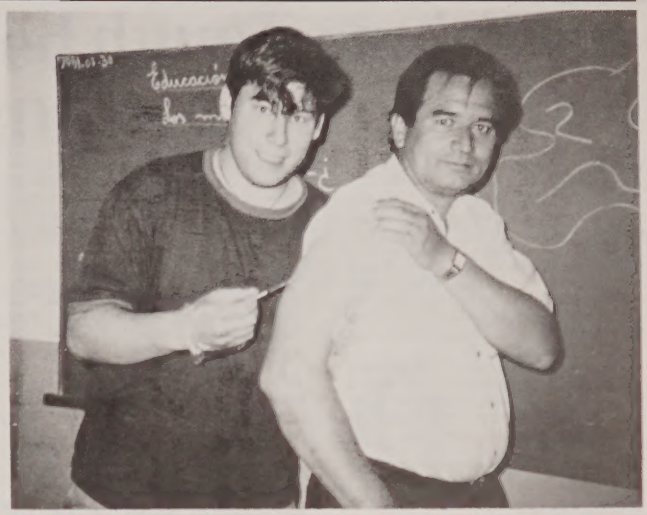
"I learned about just hard work," said Quick. He went on to tell about a man who "cut grass with a machete. He cut it for three cents a day." The man was perfectly happy with that amount of money. Every day he spent it on a cigarette. He was so generous that he always offered to let Quick smoke it with him. "He has more soul than any man I've ever met," said Quick

On occasion, he let Quick help cut the grass. It amused the man that this rich American "gringo" was helping him do the backbreaking work for free. The man was reluctant to let Quick take his photograph because he was embarrassed about how humble and poor he was. But, Quick finally convinced the man to allow him to take the picture.

Though Alan Quick could not drastically improve the La Pazian people's living conditions, he remains convinced that he made a difference. He gave the people protection against diseases that could have killed them. But he did more than just give out vaccines. "I think I gave these people a lot of support...Just friendship helps a lot of people get by in hard times," he explained.

He was happy to give his opinion of the trip. "I loved it," he said, sincerely enthusiastic. "I'm very glad I went...I feel like I've really become much more aware of what I'm doing."

Quick commented that Paraguay, whose people he greatly admires, is "very, very, very different from America." He summed up the essential difference between Americans and Paraguayans when he said, "Their attitude is if you're happy, you're fine. Here [in America] it's like if you're rich, you're fine."



Senior Alan Quick vaccinates a resident of La Paz, Paraguay. Quick spent this past summer in Paraguay as part of the Amigos de las Americas program, which provides services to underdeveloped South American nations. Photo courtesy Alan Quick

Skits Address Safe Sex

Drama class produces Life Skills assembly

by Mandira Mehra

The Drama of Social Issues Performance Workshop class recently performed a series of 15 skits dealing with Acquired Immune Deficiency Syndrome (AIDS), safe sex, and other social issues that affect teenagers. The October 17 assembly, made mandatory for all juniors by the High School's Student/Faculty Senate, was sponsored by the Life Skills department.

> "By addressing the issues through humor, the performers made it less likely that the audience would reject their message."
>
> —junior Albert Teng

Drama instructor Steven Bogart selected the general topic of the presentation, but each piece was written entirely by the students in the class. They have been working on the production since the beginning of school, using creative techniques of improvisation and free association.

Many of the students felt much pressure to finish before their deadline, as they only had about 24 hours of class time to work on the skits. Sophomore Jake Horowitz said, "We were really rushed. Bringing it together was a test of the group's unity and dedication to the arts, although it did work out well."

Junior Sylvia Sellers commented, "I was very impressed because I knew that many of the pieces were partly improvisational, yet they still seemed very polished." She added, "It never seemed like people were struggling for lines, and they all seemed to be really enjoying themselves. Also, I thought it was really funny."

The production opened with students waiting in line for free condoms. Each one stepped forward and said a sentence or two dealing with the topic. Another especially humorous scene featured seniors Justin Sweder and Eugene Mirman as condom distributors. The skit mocked social prejudices about safe sex and the people who have sex.

Another skit, starring senior Keith Champney as Condom Man, addressed safe sex. Senior Brendan Salmond was particularly amusing as Butchie, a teenager who did not know what a condom was. The production did have serious moments; scenes dealt with AIDS, peer pressure, and the decision to have sex.

The production received mostly favorable remarks. Some, however, did not think the production effective. One junior commented, "The piece tried to deal with important issues such as AIDS, but it was presented in such a light-hearted way that is was difficult for me to take it seriously."

Junior Albert Teng disagreed. He said, "By addressing the issues through humor, the performers made it less likely that the audience would reject their message."

The Life Skills department petitioned the Senate to declare the assembly mandatory for all juniors, who are required to take Life Skills II during the first semester. The Life Skills instructors said that they felt that the assembly dealt with issues integral to the course. The proposal came before the Senate on October 2.

Junior Senator Matt Lippert voted against the assembly. He commented, "I think that by granting Life Skills a mandatory assembly, we have set a dangerous precedent." He added, "Either we will now have to grant mandatory assemblies to any special interest group who wants one, or we will have elevated Life Skills to a position of greater importance than other departments."

Others felt that making the assembly mandatory would not set a precedent and that the Senate would deal with each assembly individually. Junior Senator Courtney Harter voted in favor of the assembly. She said, "The skits presented issues which will be discussed throughout the rest of the course. The Life Skills teachers could not hold full class discussion if all the students had not seen the production."

Drama Garners Major Award

by Will Eisner

The Lexington High School Drama Department was recently awarded a national prize from the pay-TV channel Bravo for its play "Dusted." The production was originally entered in the 1991 *Boston Globe* Drama Festival, where it reached the semifinalist level.

The play, a fantastical story of teenage drug addiction, was directed by drama teacher Steven Bogart and written entirely by the cast. Cast members included 1991 LHS graduates Eric Adler, Angela Delichatsios, Sebastian Morel, Katie Ravich, and Julienne Webster; seniors Chad Bartels, Gina Coplon, Arzhang Kamarei, Abbie Lawrence, and Brendan Salmond; and juniors Andrea Lee and Taryn Roeder.

The $2,500.00 grand prize in the original work category of Bravo's National High School Theater Competition was presented jointly by Bravo and Cablevision of Lexington on October 10, 1991. During the award ceremony, a clip of the play was shown. The clip, which was aired on Bravo on November 23 at 7:00 p.m., included a scene from the play and interviews with several LHS actors. The play will be shown in its entirety on local access cable.

There were also several speakers during the evening. Bogart, who directed the play, commented, "It is good to be acknowledged for the work that we do."

Bravo marketing manager Betsy O'Conner also spoke. She said that LHS had been chosen top among 250 entries and that the cast and crew should be "commended for a job well done."

Many of the actors in the play were surprised to find out that they had won. Roeder said, "We didn't even know we were entered." Salmond added, "We were quite surprised." Lee commented, "It was a really good thing. We were all upset when we lost at [the *Globe* festival]." She added, "I was really proud."

Bogart said that he had mixed feelings about the award. "People were excited about winning, but the award ceremony was anti-climactic."

He added, "It reinforces for me that going to competitions is not about winning and that competitions are really about the experience of competing." He did say, however, "We felt reconciled by winning this award after losing at *Globe* Fest."

Drama teacher Steven Bogart accepts a $2,500 check from the Bravo television channel for "Dusted," a play he directed last school year. The October 10 award ceremony reunited many of the play's creators. Pictured are seniors Chad Bartels and Brendan Salmond, and 1991 graduates Eric Adler, Arzhang Kamarei, Angela Delichatsios, and Katie Ravich. Photo by Jon Feldman

Auditions Tough, But Show Goes On

by Deborah Kamen

On Friday, September 27, about 20 nervous dancers filed through the auditorium; the following Monday and Tuesday, about 60 anxious actors and actresses waited to perform for drama teacher Steven Bogart and music teacher Sandi Peaslee. These were the dancing and acting tryouts for the annual musical, *Anything Goes*. The event has been moved from its usual March date to mid-December.

The students auditioning for singing and acting parts had to memorize two songs a week before the tryouts. The tryouts themselves were 10 minutes long; during this time students sang and read lines against another student.

Sophomore Katy Bunting helped during the tryouts. She commented, "From what I saw, people were great. It takes guts to audition, and it was good a lot of people tried out. People said their auditions were 'so bad,' but it's not true. Auditions are really hard, and it was hard for Mrs. Peaslee and Mr. Bogart to pick people. Overall, I think everyone was really good."

> "From what I saw, people were great. It takes guts to audition, and it was good a lot of people tried out. People said their auditions were 'so bad,' but it's not true."
>
> —sophomore Katy Bunting

The dancers were required to tap dance and jazz dance for Peaslee. "The audition was really fun...There were a lot of good dancers there. There were mostly upperclassmen, but it was good that a few freshmen tried out," commented Johanna Klein, a sophomore.

Abbie Lawrence and Sheila Cannon, two seniors, are choreographing *Anything Goes*. Lawrence commented, "The choreography won't be that hard because it's a great dance musical. The music is upbeat and exciting...It's easy to dance to."

Sophomore Lindsey Glabe stated, "Sheila and Abbie, the choreographers, were really nice. They made me feel relaxed [at the tryouts]." She was very excited that she was picked because only eight dancers were chosen.

Many of those who tried out felt nervous. Some people thought that it was harder to perform during an audition than during a performance, but others felt differently.

"I was confident until it was time to audition...And then something snapped. I got nervous," admitted Mehran Khangani, a sophomore. He was excited about getting a part in the play, but gave up his role to be in the play's chorus. Because of his time restrictions, he wanted just a small part.

The day after tryouts, a list of call-backs was posted for actors and actresses. For each role in the play, only two to six people were called back.

"I'm surprised that I got called back. I froze on stage...I forgot my lines," said sophomore David Lin. "During the auditions, you're alone on the stage; during the performance, with many people on the stage, you feel more comfortable." He remarked that his nervousness dissolved when he found that his friend, senior Elizabeth Perlman, was going to read lines with him.

On October 4, the cast list was posted, and many students excitedly ran to the music room to see if their names were listed.

Senior Laura LaPointe remarked, "I just wanted to be part of the play...I really didn't care what part I got." Since so many people tried out, only a small percentage of these students actually got parts in the play. LaPointe was cast in the role of a tap-dancing steward.

Anything Goes will be performed on December 12, 13, and 14.

A baffled freshman attempts to understand his schedule. Course offerings have been diminishing for several years. This past year, 32 courses were removed from the Program of Studies.
Photo by Jon Feldman

Courses, Conflicts, and Cancellations

Second of two parts
In part one, Associate Principal for Curriculum Paul Brown explained how the VAX computer structures the master schedule. This segment covers the less mechanical side of the process.

by Matthew Cole

At the end of the summer, students with schedule conflicts are sent notices and then meet with guidance counselors, where, as Brown noted, "Humans make decisions. If I have to [choose between] A course and B course, I'd rather take B."

Popular courses are usually packed to the limit, often beyond. For instance, although Mythology is restricted to seniors only, 72 students were still turned away.

At the other end of the spectrum, several courses were dropped due to low enrollment.

There are two reasons why courses are cancelled even as others are overloaded. The most popular and most often overloaded courses at the high school are often those which vary from the "standard" courses in some way.

In some cases, these more specialized courses have been dropped as more teachers are needed to cover "regular" courses. For example, *Aviation Science*, *Genetics*, *Medicinals*, and *Print Journalism* were all dropped because a "revised teacher load prevented scheduling," according to a memo Brown sent the Lexington School Committee.

Also, recent fluctuations in the number of LHS students have affected scheduling. Over the past decade, the high school population has generally decreased, down to the point where this year's junior class is the smallest in the recent past. Fewer students mean that fewer classes can be filled, and the total number of courses declines. Brown carefully estimated that 50 courses have been dropped in the past three years.

According to Brown's memo, 38 courses listed in the 1990-91 *Programs of Studies* do not appear in the 1991-92 version. Of those 38, two were replaced by similar courses and two were combined with other courses, leaving 34 courses without replacements. Two courses, *American Sign Language* and *Woodworking*, have been added.

This left LHS students with 32 fewer courses to choose from, even though this year's student body is larger by 50 students.

Some upperclass-specific courses may return as the student body grows and demand increases, but only if enough money can be raised to hire the teachers required.

Currently, Brown is heading a task force [see story, page 1] to find some solutions to the money problem without decreasing the quality of education at LHS. In the past, possible budgetary "solutions" have included larger class sizes, eliminating lab periods for science classes, or even eliminating whole programs. "But," said Brown, "[That]'s not something [the task force] and I are advocating."

The task force reports to the Lexington School Committee in December.

New Clubs Unveiled at Fair

by Peggy Lin

The Student Activities Fair, held in the Senior Quad on October 1, provided freshmen and sophomores with a chance to become members of a variety of the school's groups and clubs. New groups, such as the Mythology Club and the Mustard Seeds, joined older groups such as Pro-choice and the Black Student Union as prominent features of this year's fair.

The most publicized arrival, the Mythology Club, headed by seniors Josh Knobe, David Ramsey and Eugene Mirman, combines classical learning and shared celebration of life. Knobe attributed the formation of the club to the concept of discovering individuality.

"In the Mythology Club," said Knobe, "we believe that within all of us there are reservoirs of untapped oddity. Our goal is to harness this oddity and to release it on the unsuspecting villagers."

The club's first gathering, which celebrated the coming of winter, was advertised as a meeting of "merriment" and was held on the evening of October 5 at Hastings Field.

A guest appearance by classical scholar Lydia Lake added to the night's entertainment. Lake explained both the logic behind ancient mythology and how that logic affects the portrayal of Greek deities. The evening provided students with both exotic foods and a restful environment. Said one student, "There was an atmosphere of freedom. People weren't restrained by everyday life."

Students for Choice is another group that has planned a crowded agenda for this school year. On November 2, Students for Choice went to Nashua to confront Operation Rescue, a group of pro-life advocates that planned to blockade area abortion clinics.

"Operation Rescue? I think it's absolutely ridiculous!" said one senior. "They have a right to voice their opinions, but once they begin to prevent people from entering clinics, they're infringing upon the rights of others."

Senior Shubang Mishra represented the International Students Association at the Student Activities Fair.
Photo by Jon Feldman

Students for Life, the counterpart to Students for Choice, also opposes the violent tactics of Operation Rescue. "It's getting too vicious and heartless, and they're losing sight of the importance [of the issues]," said senior Kristi Wacome, a leader of the pro-life group. This year, according to Wacome, the pro-life group is focusing less on battling abortion and more on helping pregnant women.

As a consequence of the appointment of conservative Clarence Thomas to the United States Supreme Court, Students for Choice has felt a need to become more active. Liazos is planning to join the National Organization for Women in distributing condoms on January 2, the anniversary of the *Roe v. Wade* decision. A trip to Washington, D.C., has also been scheduled for later this year. In Washington the group plans to participate in a nationwide demonstration.

A less publicized group, the Black Student Union (B.S.U.), brings METCO students together with Lexington students. Together they fundraise through bake sales and dances in order to raise money for programs such as the Lexington METCO Scholarship for seniors. In addition to their fundraising, the students plan to embark on a trip to New York City in November. The group hopes to develop a closer feeling of family, tackle racism, and recruit more Lexington residents as members.

"The problem with B.S.U.," said leader Yolanda Scott, a senior, "is that the name intimidates some students into thinking it's only open to [METCO] students, which is untrue. We would welcome [Lexington students] with open arms."

The Mustard Seeds, a Christian group, was founded by senior Ann Kim. Kim was informed by the administration that, in accordance with federally mandated separation of church and state, the group would be allowed to exist if and only if it did not meet on campus during school hours.

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Playoff Hopes Dashed for Boys' Soccer Team

by Justin Sweder

Almost...but not quite. That was the story of the Lexington boys' soccer team this year. With a final record of 8-5-5, the team came just one point short of qualifying for the state tournament.

The back-breaker came for Lexington, when, with three games remaining, the team lost 1-0 to Winchester. The loss made it impossible for Lexington to qualify for the tournament.

In the team's earlier match against Reading, with a win necessary to keep hope alive, Lexington had come through. After Lexington's Jeff Samarjian, a senior, scored the only goal of the game, the defense shut down Reading's entire game; unfortunately, it was too little too late.

The team persevered to come away with two wins to finish off the season. The second-to-last game, against the Stoneham Spartans, sported an all-senior starting line-up for Lexington. The veterans showed their strength by scoring three goals in the first twenty minutes.

The final game of the season turned out to be the pinnacle of the competitive campaign. The Burlington Red Devils needed a win against Lexington to secure the Middlesex League Championship. The Minutemen, however, had other plans. Lexington shut off Burlington's offense and grabbed the victory with a header by Samarjian from senior Colby Wilson.

Goalie Ethan Zohn posted the 39th and final shutout of his career in the game. Zohn will surely be remembered as one of the greatest goalies ever to pass through Lexington High School.

The season had many high points. Senior Michael Gordon scored one of the finest goals of the season against an improving Watertown team.

Tri-captain Andrew Kvaal, also a senior, had dribbled down the entire field, juking players left and right. He passed the ball into the center of the field, off of Gordon's foot and into the goal. This play came at a critical point and broke the game wide open for Lexington.

Another of the season's highlights came in Lexington's second game against Melrose. The team had to play the final ten minutes shorthanded because a player was given a red card. Nevertheless, the Minutemen held up to win 3-2.

The indisputable strength of this year's team was its defense, which tied for the fewest number of goals allowed in the Middlesex League.

The offense was led by senior Marc Riera, who provided many chance-of-a-lifetime scoring opportunities off his exceptional passes, most of which, though, were not converted into goals. Joey Kokubo, also a senior, provided key back-up goal keeping and made some uncanny saves.

Looking to the future, sophomore Eric Jansen, this year's starting sweeperback, will bring leadership as a veteran player. Juniors Brian Baratte, Tetsu Inada, Alex McGregor, and Bobby Wong all had significant roles in Lexington's success this year. They all proved themselves to be strong, promising athletes.

> Burlington needed a win against Lexington to secure the Middlesex League Championship. The Minutemen, however, had other plans...

Overall, the camaraderie and good spirit of the team kept up throughout the season. The tremendous fan turnout and support mirrored the enthusiasm of the teammates towards each other.

Junior Lowell Ladd runs neck-and-neck with his Reading opponent on Lexington's cross-country course. In the October 5 meet, Ladd finished second, behind Reading's Mike Tremberth, with teammate junior Josh McCarthy (third from left) placing third Photo by Jon Feldman

Girls' X-C Ties for First Place

by Seetha Ramnath

New stars junior Chloe Hill and sophomore Arpi Terzian joined varsity veterans senior Maria Berger and junior Becky Dennison to lead the girls' cross country team to a three-way tie for the Middlesex League championship. With seniors Elise Millner, Seetha Ramnath, and Jennifer Rosenfield filling out the seven-member team, Lexington compiled an 8-1 record this season.

After an easy 17-39 victory over Melrose, the Maids faced Belmont, one of the most competitive teams in the league. With a lot of determination and a little bit of luck, Lexington squeaked by the opponent, 27-28. Berger, Hill, and Dennison took first, second, and fourth places respectively.

Lexington surpassed the league's four "W" towns: Woburn, Wakefield, Watertown, and Winchester. Berger, Hill, Dennison, and Terzian led the pack in each of the four meets. Recovering from a knee injury, Ramnath managed to serve as the Maids' fifth runner.

Having compiled a 6-0 record, the team faced its final home meet of the year against Reading. Captain Berger finished her home career with a bang, shattering her own course record by 19 seconds, conquering the challenging 3.1 mile course in 17:37. She had set the previous record in the first home meet of the year.

Hill, Dennison, Terzian, Ramnath and Rosenfield ensured the team yet another victory with their strong performances.

The Maids looked to defend their Middlesex League title with two meets left in the regular season. Hopes for a title dwindled, though, as Hill was put out of the running with a leg injury, and the Stoneham Spartans proved too much for the injury-plagued Lexington team. One team member remarked, "It's too bad that we had so many injuries since we have such a small team and everyone makes a difference."

Only six girls were healthy enough to race in a critical meet at Burlington, yet Lexington again proved its depth and determination with a 27-28 victory. Berger and Dennison finished first and second, respectively, but it was Arpi Terzian's astonishing fourth-place finish that gave Lexington enough points to win. Combined with the efforts of senior Mary Terzian, Ramnath, and Rosenfield, the team clinched a tie with Belmont and Stoneham for the league title.

New Supt. Sought

Continued from page 1

more than five candidates. The School Committee will then interview the remaining five candidates in a public forum; Coit expects a vote on the new superintendent to take place February 26.

The two search committees have been given specific qualities to look for in a new superintendent, according to Coit. At a series of focus meetings last June, community members discussed their concepts of the desired criteria for a new superintendent. These criteria, compiled in an executive summary, include "strong listening skills," "understanding and respect for the change process," "ability to ensure that the day to day management is handled at an exemplary level," and a "basic understanding of current curriculum issues both locally and nationally."

A descriptive brochure distributed to prospective candidates specifies an expected salary range of $85,000 to $100,000, which will be "negotiable based to background and experience." The brochure also cites "educational vision," "leadership," and "management skill" as three "qualifications" successful applicants should possess. The Committee also "plans to offer a multi-year contract."

Drastic Plan Proposed

Continued from page 2

dual-credit system "courses will have to be carefully defined....We would have to publish [the course] objectives. The question is how to be definitive about [the material] integrated courses are going to be covering."

Senate Moderator James Kvaal, a senior, worried about the dual-credit possibility: "I'm not sure that a course which would give credit, for example, in both social studies and science clusters would teach much of either. I think we may be cheating ourselves." He did commend the task force, however, for "trying to find creative ways to deal with the budget crisis."

Maier stated that she is "fairly skeptical about [dual fulfillment]," and that she believes that the proposal would "subtract time from English courses."

The force's report stated, "We must emphasize that we are implying no decisions ahead of time about the replacement of any courses that are now successfully part of our program. We assume that the same procedures would apply to these interdisciplinary courses as currently apply to existing courses. We would run any course only if we had adequate student interest and enrollment." Brown acknowledged that the new courses, if popular, would serve to eliminate the traditional offerings "by attrition."

Though the force maintained that "all programs [would be] retained" under the plan, photography teacher Jack Zichittella contended, "They're looking to eliminate whatever they can. [The plan] will eliminate programs because of the reduction in blocks." He also worried that the new schedule would create a "bidding war" among departments.

Maier agreed that the plan would "absolutely eliminate programs [and] much of the possibility of variation in the curriculum." The force stated, "There can be no question about the fact that a reduction of courses will mean fewer opportunities...Lexington High School will be a very different place."

Brown said that there are as yet no firm ideas of the interdisciplinary courses that would be offered, though the task force noted some possibilities: *Music History, Physical Science, Economics, Ecology,* and *U.S. History in French.*

He commented, "The departments themselves would have to come up with the courses. If you're going to have a course, you're going to have to develop it and find someone to teach it."

Interdisciplinary classes would be taught by a single teacher, a situation about which both Maier and Zichittella expressed concern. Maier commented, "I don't see the thinking going into developing what would need to be developed."

Visual arts teacher Smedley Manion, a member of the task force, concurred. "I haven't seen anywhere a statement of the vision or the philosophy [of the task force] — how does this relate to our philosophy right now, which is as they can. [The task force's recommendations] have to fit into a total decision-making process for this year. The Committee will take all proposals seriously."

In any case, Brown said, "It would be impossible to fully implement [the plan] for the coming year. Whether it could be partially implemented is going to be discussed....To really do this right is going to take time."

The task force reported, "A major concern about this proposal relates to its long-term nature. Time will be needed to develop and initiate the interdisciplinary courses that are the central feature of this proposal....In contrast, the mechanical change to the 7 block schedule could occur immediately."

Nevertheless, the force emphasized its "fear" that simply eliminating a block from the schedule "might result in the loss of some of our existing programs, especially those with very low staffing levels....Once we lose these teachers, the programs they represent may be permanently lost from our curriculum."

The School Committee will make the ultimate decision regarding all budgetary issues. "Right now," commented Brown, "the School Committee is trying to make as many decisions as early that we are a comprehensive high school?...Doing something like this could very well change what the basic philosophy of the school is."

She continued, "If students indeed do not have the option to take a full program in all of the [academic] areas,...then I don't see us as being a comprehensive high school. I see us as being very limited....I still don't see the end result as being any different than cutting down personnel to save money and I think that's really unfortunate."

> "Doing something like this could very well change what the basic philosophy of the school is."
>
> —visual arts teacher Smedley Manion

Junior Rachel Quinn races her Wakefield opponent to the ball in an October 10 home game. Photo by Jon Feldman

Boys Race to League Title

by Chris Webb, Doug Yuan, and Roopom Banerjee

After skyrocketing to an unbeaten season, the boys' cross country team snatched its seventh victory from Reading, 23-33, in the final home meet of the year. With this win, the team improved to a perfect 9-0. In the final meet of the season, the Middlesex League Cross Country Meet, Lexington tied Reading.

The runners knew the final home meet would be intense, and the entire team was "really set on winning this race," as senior runner Roger Lowther said. The results were impressive, with Lexington capturing five of the top seven spots. After this decisive victory, the boys' team once again reigned as Middlesex League champions.

From the start, everyone knew that the Reading meet would be a pivotal one. Coach Arthur Dulong commented that this would be a "very close meet [with] several places determined by one to three seconds." Junior Jeremy Warren agreed, saying, "The fourth and fifth [runners] on each team are going to be deciding factors."

Through the Baskin Road portion of the course, the race was tight. Junior Lowell Ladd led the group, with Reading runners Mike Tremberth and Sean Olson in close pursuit.

At the top of Loring Road, there was no doubt that Lexington had the meet clinched. McCarthy said that he "saw only three golds [Simon, Handwerker, and Yoon] as I looked behind me on Loring." The team picked up the pace running down Outlook Road and cruised up the bike path leading back to Baskin with Reading's Tremberth moving out in front and five Lexington runners behind him.

In the last sprint, Ladd darted to a 16:03 finish, capturing second place. With impressive speed and effort, McCarthy grabbed third place in 16:08. Simon, Handwerker, and Yoon all finished within two seconds of each other, with Yoon pulling ahead of a Reading competitor in the last few yards. Sealing the victory, Lowther finished tenth, and senior Dirk Schoellner took twelfth place.

The team was elated with its victory. "We competed very well today," Dulong said. "All of the people got involved in their own individual races, and they proved to be very successful."

In the season's final meet, Ladd overcame stomach cramps to place seventh with a time of 13:18. McCarthy finished two places behind Ladd in 13:25. Simon and Handwerker finished 15th and 16th.

As Lexington's number five runner Yoon approached the finish line, it seemed clear that Lexington would emerge victorious. But, in a shocking turnaround, five opposing runners passed him in the final 200 yards, plummeting Yoon to 26th place and Lexington to a tie.

The girls' cross-country team eagerly anticipates its victory against Reading in the last home meet of the year. Captain Maria Berger (front row, second from right) broke her own course record by 19 seconds during this October 15 meet, setting the new mark at 17:37. Photo by Jon Feldman

Field Hockey Reaches Div. I North Semifinals

by Elena Proakis

Following a shaky start to the 1991 season, the Lexington High School field hockey team made an unexpected comeback, reaching the Division I North semifinals.

Coach Sandra Curt said that she was unsure of her team's abilities at the beginning of the season. She felt that it had a strong defense but lacked a powerful scoring offensive line and, therefore, would not live up to its title of defending league champions.

The team proved her correct, tying its first two games by scores of 0-0. After beating Woburn 2-0, the team regained its confidence, but the following two games against Wakefield and Winchester brought two more ties, both 1-1.

Next, the team faced its three toughest opponents—Reading, Watertown, and Stoneham. Though the team members were disappointed with the losses to Reading (2-0) and Stoneham (3-1), they were pleased with their fine performance against Watertown that ended in a 0-0 tie.

The turning point came midway through the season. As Senior Sally Knapp emerged as the team's top scorer, it began winning games against teams it had tied the first time around.

Seniors Tashia Economopoulos (center half) and Katherine Carvey (right link) continued to play well both offensively and defensively, helping senior goalie Annie Venier add to her string of shutouts.

In the second half of the season, the team lost only to Reading, again by a final score of 2-0. The defense held up well with junior sweepers Michelle Concieson and Kelly Harrington repeatedly making clears out of the circle. Senior Megan Doerr, Junior Gill Grant, and freshman Courtney Walton also helped hold back the opposing offense.

The entire forward line, composed of seniors Elena Proakis, Amy Morrissey, Amy Crocker, and Knapp, and juniors Sam Peltz, Amy Pawlak, Joanne Wallach, and Karen Tracy contributed to the total goals and assists. Sophomore link Cara Attanucci made a terrific debut on varsity, showing her skill and incredible speed.

The team needed a total of twenty-two points in order to make the division tournament. This number, derived by adding the number of ties and twice the number of wins, was the exact total the Lexington team achieved, with a season record of 7-3-8.

Lexington, seeded twelfth out of fifteen teams, defeated fifth seed Needham in the first round of the tournament.

The score remained 1-1 at the end of regular playing time, with Economopoulos scoring the first goal for Lexington off of a Carvey assist. The game then went into sudden-death overtime. Approximately seven minutes into overtime, Knapp scored the winning goal to bring Lexington the first of its unexpected tournament victories.

Next, the team advanced to the quarter finals to face fourth seed Beverly. As the usual parents and groupies cheered the players on, Lexington won once again with Knapp scoring the winning goal off of an Economopoulos assist.

Lexington knew what was coming next: first seed Reading. "We had heard that Reading was a little scared because they didn't think they would ever have to play us again," commented one player.

But this fear was not enough to hold back Reading from a win. With a score of 2-0 at the end of the first half, Lexington hoped for a comeback, but instead was surprised by another two goals in the second half within one minute of playing time.

Although the team lost in the semifinals, it was proud to have even come that far. Sad to see the season end, Carvey said, "We had a good season. Not only did we go far in the tournament, but we also had a team with incredible spirit and togetherness. It's too bad the season is over; I'm going to miss everyone."

Senior sweeper Katherine Carvey prepares to drive the ball down the field in an October 9 field hockey game against Woburn. Photo by Jon Feldman

Tighe Earns 100th Win

by Jonathan Weinstein

Leading his team to two straight wins over tough division opponents, Coach Bill Tighe attained his one hundredth win as Lexington's intrepid gridiron strategist. Lexington crushed the Watertown Red Raiders 14-0 on November 2, and grounded the Reading Rockets 21-0 the next week, improving their record to 3-5. All three wins have come within the friendly confines of Harold J. Crumb Memorial Field.

The Watertown game, won thanks to two touchdown passes from junior quarterback Rashad Wilson to junior wide receiver Kevin Nolen, was rather chaotic. Runners for both teams slipped and slid all over the field, and on the game's biggest offensive play came on a pass was not completed to the intended receiver.

Faced with a third down and seven at their own 40, the Minutemen decided to go deep. QB Wilson's pass headed straight towards senior tailback Charles Williams at the Raiders 20, but Williams was tightly covered. The ball was tipped by Williams and by the defender before landing right in the arms of Nolen, who ran in untouched for the score. This miraculous play gave the Minutemen the two-touchdown lead they would still have when final gun sounded.

The defense put in its best performance of the season, holding the Raiders to 114 yards, half the output of the Minutemen. Watertown's star running back Jamie Venezia was held to under four yards per carry, and was once forced to relinquish the ball by the hard-hitting LHS defensive line, halting the Raiders' deepest penetration into Minuteman territory at the Lexington 30.

The November 9 game against Reading remained scoreless until the second half, when Williams, junior Scott Savini, and junior Scott Arch ran for three touchdowns against the lackluster Reading defense to secure victory number 100 for Tighe.

Scoreboard

through November 25

Varsity Team	W-L-T
Cross Country	
Boys'	9-0-0
Girls'	8-1-0
Field Hockey	8-3-7
Football	3-6-0
Golf	4-4-1
Soccer	
Boys'	7-5-6
Girls'	6-7-5
Girls' Swimming	4-3-0
Volleyball	0-14-0

Quarterback Rashad Wilson, a junior, eludes the grasp of a Belmont defender. Lexington went on to lose the October 5 game. Photo by Jon Feldman